

Literacy Links

Volume VI, Issue 6

January 2006

Coming Events:

- ELA Best Practice Seminar Series, Ellin Keene
January 12, 2006
- English I Curriculum Resource Follow Up
January 17, 2006—
POSTPONED
- ELA Standards Support Professional Development
January 25, 2006—
CANCELED
- South Carolina Council of Teachers of English Conference
January 26-28, 2006
- ELA Best Practice Seminar Series, Mike Ford
January 30, 2006

For information about these programs, please refer to the articles in this issue of *Literacy Links*. This issue and past issues of *Literacy Links* can be found on the State Department's web page at www.myschools.com.

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Standards Support Sessions Change to Meet Needs of Teachers

Over 1300 teachers, administrators, literacy coaches, media specialists, special educators, and district office personnel attended sessions focusing on the understanding and implementation of the newly created support documents for the English language arts standards. These sessions were offered this fall by the English Language Arts team at the state Department. School Leadership Team members, Reading First (SCRF) and SCREADS coaches are charged with the responsibility of sharing the information from the sessions with those faculty and staff members who did not attend one of these sessions.

All of the newly created support documents may be downloaded from the State Department website (www.myschools.com) by following this path: Offices/Curriculum and Standards/English Language Arts/2002EnglishLanguageArtsStandards/StandardsSupportDocuments.

The original plan for professional development for the support documents included spring sessions scheduled for January 25, February 6, and March 14, 2006 in addition to the fall sessions previously held. Based on feedback from session participants on the evaluations, **the spring sessions will not be held as planned**. Instead, smaller work groups will be formed this spring to allow interested people the opportunity to work on the development of additional unit modules for each grade level at the elementary, middle, and high school levels. These modules will be created and posted the State Department website no later than July 15, 2006.

Specific dates, locations, and registration information for these spring sessions will be shared with all ELA e-mail groups and will be included in the February issue of Literacy Links. Should you have questions regarding this information, please contact Cathy Jones at cjones@sde.state.sc.us or 803-734-2469.

The January 17 Follow Up for Framing Best Practice: English I Curriculum and Resource has been postponed.

This session has been rescheduled for May 11, 2006. If you are registered for the January 17 session, your registration has been changed to May 11.

If you have not registered for the March 3, April 18, or May 11 sessions, you may still register by contacting Judy Redman at jredman@comporium.net. A registration form is at the end of this newsletter.

The ELA Best Practice Seminar featuring Bruce Morgan on February 14, 2006, has been canceled.

The ELA Best Practice Seminar with Nancy Ahkavan has been rescheduled for April 6, 2006.

Please contact Judy Redman at jredman@comporium.net if you have questions about your registration.

ELA Best Practice Seminars Continue in the New Year

Each year the English language arts (ELA) team in the Office of Curriculum and Standards at the State Department of Education (SDE), in conjunction with the South Carolina International Reading Association, hosts a series of ELA Best Practice seminars in the Columbia area.

Thus far, hundreds of teachers have learned from experts such as Cathy Toll, Patrick Allen, and Cris Tovani and South Carolina's own Frank Baker.

Ellin Keene is the featured presenter for the January 12 seminar at Columbia Conference Center. This session is full with a waiting list. If you are registered for this session and will not be able to attend, please contact Judy Redman so that some of the people on the waiting list will be able to attend this seminar.

With the \$50 registration fee, participants receive a professional book of the speaker's choosing, lunch, and other materials. The professional book allows the

participant to extend the learning from the day of the seminar.

Session, date, or location changes are indicated in green on the chart.

Because of the speaker's inability to get to Columbia from California due to weather issues, the Nancy Akhavan seminar originally scheduled for December 8, had to be canceled. This session has been rescheduled for April 6, 2006, at the Columbia Conference Center. If you were registered for the December 8 session, you will automatically be registered for the April 6 session. If this presents a problem, please notify Judy Redman at jredman@comporium.net.

The Best Practice session with Bruce Morgan has been canceled. It will not be rescheduled during the 2005-2006 school year. If you were registered for this session, please contact Judy

Redman at jredman@comporium.net to register for another session or for a refund.

A registration form with session information is attached to this newsletter. Please use this form to register for any remaining sessions and note that you may register for multiple sessions on the same form, but be aware of the registration deadlines listed.

For questions regarding registration, contact Judy Redman at jredman@comporium.net. For topic or presenter questions, contact Cathy Jones at cjones@sde.state.sc.us or 803-734-0790.

In the event of inclement weather in the Columbia area, call 803-734-0790 after 6:00 p.m. the day prior to the session for cancellation information.

Directions for session locations are posted on the SDE website.

Date	Presenter	Audience	Topic	Location
January 12, 2006	Ellin Keene	All	The Intricacies of the Mind: Teaching Reading Comprehension	Columbia Conference Center
January 30, 2006	Mike Ford	Elementary	Where Have All the Bluebirds Gone? Flexible Grouping	Columbia Conference Center
February 2, 2006	Barry Lane	Middle/High	Voice Lessons in Non-Fiction Writing	Columbia Conference Center
February 14, 2006 CANCELED	Bruce Morgan	Elementary/ Middle	Writing Through the 'Tween Years	Columbia Conference Center
March 2, 2006	Chryse Hutchins	Elementary	Seven Keys to Comprehension	Seawell's
March 6, 2006	Jim Trelease	All	Reading Aloud	Columbia Conference Center
March 20, 2006	Lester Laminack	All	Children's Literature	Columbia Conference Center
March 21, 2006	Lester Laminack	Elementary/ Middle	Writing Workshop and Author's Craft	Columbia Conference Center
April 4, 2006	Barbara King-Shaver	Middle/High	When Text Meets Text—Helping High School Readers Make Connections in Literature	Columbia Conference Center
April 6, 2006	Nancy Akhavan	Elementary	How To Align Literacy Instruction, Assessment, and Standards	Columbia Conference Center

Follow Up Sessions Offered for English 1 Resource, January Session Rescheduled for May

The ELA team at the State Department of Education is offering four follow up sessions for the English 1 curriculum resource. These sessions are open only to teachers and administrators who attended one of the original English 1 unveiling institutes in either June or October of 2004.

The first session was the presentation of the *What's So Funny?* module. This module was the last of eight modules created for the English 1 curriculum resource.

The remaining three sessions will re-visit the six original modules. Because changes in content and organization have been made as teachers have used the resources, these modules have been modified.

The January 17 session has been postponed and rescheduled for May 11, 2006. If you were currently registered for the January 17 session, your registration will be changed to May 11. If you cannot attend the session on May 11, please contact Judy Redman.

The follow-up sessions for March 3 and April 18, 2006, will still take place and the session for May 11 is added to the list. All sessions will be held at the Columbia Conference Center. There is no charge for this English 1 professional development. Registration information is attached to this newsletter.

Dr. Janet Allen will return to lead these day-long sessions. All sessions will begin at 9:30 a.m. and conclude at 3:30 p.m. Lunch will be provided each day.

The March session will look at the *Whose Rights? What Responsibilities?* module that uses *Nothing But the Truth* as the core text. The other module to be reviewed on this day is *Ill-Fated Love*, the

Romeo and Juliet module. Please make sure you have re-read the core texts and literature circle texts for these modules prior to the session. The literature circle texts for *Ill-Fated Love* are *Romiette and Julio*, *Son of the Mob*, *Scribbler of Dreams*, and *If You Come Softly*. You will also want to bring your English 1 notebook. You will be provided with a new guide for these two modules that will replace the previous guide. The pairing of modules for the March and April sessions will be announced in later issues of *Literacy Links*.

Please register by the deadline if you are interested in attending these sessions so that appropriate materials and food guarantees can be made. Space is still available for three remaining sessions, but you must register.

A new institute for both English 1 and English 2 teachers and administrators and will be held at Brookland-Cayce High School, just minutes from downtown Columbia and the Vista on June 5-8, 2006. More information will follow.

This four-day institute will begin each day with a keynote address from Dr. Allen. A variety of strategy sessions, focusing specifically on the strategies used in the curriculum resources and content sessions, looking at the specific modules will follow. During this institute, all sixteen modules (eight for English 1 and eight for English 2) will be presented. This institute will also be free of charge.

For information about these resources for English 1 and English 2, contact Allison Norwood at 803-734-2469 or anorwood@sde.state.sc.us. For registration information, contact Judy Redman @jredman@comporium.net.

SAT Workshop Offered as Pre-Conference at SCCTE

In collaboration with the South Carolina Council of Teachers of English (SCCTE), the State Department of Education (SDE) is sponsoring a workshop, *Strategies for the Critical Reading and Writing Sections on the New SAT*, for high school teachers, literacy coaches, or administrators as a pre-conference session at the annual SCCTE conference January 26-28, 2006.

This interactive, hands-on workshop will be presented by Bill Pell, who has taught English for 35 years at Spartanburg High School, where is also Chair of the English Department and the school wide curriculum specialist. Mr. Pell will explore strategies for teaching students how to take the Critical Reading and Writing sections of the New SAT. Recognizing that most stu-

dents do not fully understand either the test's complicated structure or the special strategies required to help them score to their potential, he will provide information and activities in both of these areas.

The workshop will be held on Thursday, January 26, 2006, from 10:00 a.m. to 3:00 p.m. at the Kiawah Island Resort, the site of this year's SCCTE conference.

There is no charge for the workshop. Each participant will receive a copy of The Official SAT Study Guide: For the New SAT.

To register for the workshop, complete the form at the end of this newsletter and return it via mail to Pam Kean at the State Department

of Education, 1429 Senate Street, Room 922, Columbia, South Carolina 29201, or fax at 803-734-3592, or e-mail at pkean@sde.state.sc.us. Please note you do not have to register for the SCCTE conference in order to attend this workshop. You are encouraged to attend this year's conference, SCCTE at the Beach: Reflecting on our Practice and you may register on the web at www.sccte.org.

If you have questions about session, please contact Suzette Lee, Director of the Office of High School Redesign and SAT/ACT Improvement, at 803-734-6103 or slee@sde.state.sc.us or Ms. Kean at 803-734-0476.

State Conferences Meet a Variety of Needs for Teachers

SCCTE at The Beach

This year's SC Council of Teachers of English annual conference is January 26-28, 2006, at Kiawah Island Resort.

The conference, *SCCTE at the Beach: Reflecting on Our Practice*, brings authors such as Lester Laminack, Cassandra King, and Mary Alice Monroe, to South Carolina's shore. Newly elected NCTE Vice President Kathleen Yancey will also make a keynote presentation.

For more information, contact Rebecca Kaminski, SCCTE Conference Director, at 864-250-6712 or krebecc@clemson.edu.

SCIRA 2006 Conference

The 31st annual SCIRA conference, *Chasing Knowledge through the Pages of a Book*, will be held at the Myrtle Beach Convention Center February 16-18, 2006.

The conference will kick off with a variety of preconference sessions. Option 1 allows participants to attend one of two all day sessions: an ELA Best Practice Seminar led by Barbara King Shaver or an SDE session on ACT/SAT Improvement. Option 2 offers a selection of afternoon sessions for all grade levels. There is an additional charge for the preconference sessions.

Shelley Harwayne will open the conference Thursday evening with her keynote presentation. Kyleen Beers is the keynote speaker for Friday and Carmen Deedy will close the conference with her keynote on Saturday. During the conference, participants can hear E.B. Lewis, Sharon D. Wyeth, Tim Rasinski, and Sneed Collard, in addition to the various break out sessions offered.

For registration information, visit www.scira.org.

SCMSA 2006 Conference

The SC Middle School Association's annual conference for 2006 will be March 3-5, at the Myrtle Beach Convention Center. Along with the two day conference, participants have the option of attending a preconference session on March 3. One session, sponsored by the State Department of Education, is a session featuring Paula Miller. The topic for this session is "Thinking Strategies Across the Curriculum," and is a full day session open to all content area teachers.

On Saturday, March 4, the keynote speaker is Mychal Wynn, a motivational speaker and expert in facilitating the process of school improvement. Linda Perlstein, author of *Not Much, Just Chillin'*, will present a realistic, compassionate, humorous, and practical approach to research about young adolescents.

Middle School Textbook Caravan Hits the Road

New instructional materials for English language arts (grades 6-8) were approved by the State Board of Education. Instructional materials from the following publishers were approved, Holt, Rhinehart, Winston; Prentice Hall; McDougal Littell; and EMC Paradigm.

The State Department of will conduct an instructional materials caravan that will give school and district staff the opportunity to review new materials during presentations by participating publishers. The intent of the caravan is to give districts and schools more information from publishers, assist with some of the process for local adoptions and to ensure that materials are in the classrooms at the beginning of the school year.

Districts and schools should order examination samples for local adoptions using their normal process. Samples distributed during the caravan will not be complete sets of proposed materials.

District superintendents will be asked to submit to the state textbook office recommendations for adoption **April 3, 2006**. This information will be provided to publishers to allow them to meet their printing and shipping schedules for the delivery of materials to the Central Depository to avoid late shipments to schools.

Please contact Kriss Stewart at 803-734-8393 at kstewart@sde.state.sc.us if you have questions regarding the caravan. Contact Caroline Savage at 803-734-4770 or csavage@sde.state.sc.us for information regarding instructional materials.

Caravan Dates

January 3—Columbia, Embassy Suites
 January 4—Georgetown/Dorchester/Berkley, Embassy Suites North Charleston
 January 5—Horry/Conway, Coastal Carolina University
 January 6—Aiken, USC-Aiken
 January 9—Florence, Florence Civic Center
 January 10—Spartanburg, Summit Point Conference Center
 January 11—Beaufort, Technical College of the Low Country
 January 12—Charleston, North Charleston Sheraton
 January 13—Columbia, Columbia Conference Center
 January 17—Greenville, Embassy Suites
 January 18—Clemson, Madren Center, Clemson University
 January 19—Rock Hill, Baxter Hood Center York Tech

SC Book Festival Opens in Columbia

The Humanities Council of SC invites all teachers to attend and promote the 2006 South Carolina Book Festival on February 24-26, 2006, at the Columbia Metropolitan Convention Center in downtown Columbia.

The premier literary event in South Carolina, the SC Book Festival features over sixty-five authors in solo and panel presentations, over seventy vendors of books and book-related items, and much more. Special events on Friday include Master Classes and an Opening Night Preview

Cocktail Party (\$50 a ticket) and require registration online at www.scbookfestival.org. Events on Saturday and Sunday are free and open to the public.

Participating authors include Sandra Brown, Cassandra King, Mary Alice Monroe, Sharyn McCrumb, Ken McCullough, and Anne Rivers Siddons.

There are also a variety authors including Andrea Weathers, Gene Fehler, Fran Hawke, Julie McLaughlin, and Kate Salley

Palmer, Black Artemis, Millenia Black, Reshonda Tate Billingsley, Collen Dixon, Byron Harmon, Brandon Massey, Electa Rome Parks, Dori Sanders, and Ian Smith, William Baldwin, Fitz Brundgae, Alexia Helsley, and Angie LeClercq, and over twenty South Carolina native authors.

For a complete list of authors, events, schedules, and other information, please see our web site at www.scbookfestival.org or e-mail bookfest@schumanities.org.

South Carolina Writers Workshop Awards Juniors and Seniors

The South Carolina Writers Workshop is sponsoring Literary Awards in fiction and poetry writing. The first place winner in each category will receive \$100 and second place winners will receive \$25.

Students in grades 11 and 12 currently enrolled in a South Carolina school are eligible. Each student may enter one manuscript in each category, fiction and poetry. All entries must be original and must be postmarked on or before March 1, 2006.

Each work must be typed on 8 1/2 x 11 inch white paper with an entry form as a cover sheet. Fiction entries should be double-spaced and must not exceed 1750 words. Twelve point Times New Roman font is preferred.

The student's name cannot appear on the entry itself. Please staple or clip pages together and number them. If you have questions, please contact Betty Beamguard at bbeamguard@earthlink.net. Mail entries to Betty Beamguard, SCWW Content Chair, 13671 W. Hwy. 55, York, SC 29745-8756.

The cover sheet should contain the following information in this order:

Heading—South Carolina Writers Workshop, High School Junior/Senior, Literary Awards, Fiction and Poetry, Cover Sheet

Student Name, Title of Story or Poem, Grade, Student Phone, Student Address, City, State, Zip, Student E-mail, School Name, School Address, City, State, Zip, School Phone, School E-mail, Teacher or Contact Person, Teacher's E-mail Address

Deadline for Free Read Across America Day Books Draws Near

The deadline for free Read Across America Day books is February 8, 2006.

The Literacy Empowerment Foundation, 501 (c)3 non-profit organization, invites your school or other literacy project to apply for FREE books for Read Across America Day. During the past year LEF has distributed over 3,000,000 books to schools across the country for Read Across America Day and other literacy projects.

Resources are allocated on a first-come, first-served basis. Orders must be received by February 8, 2006.

For more information and an order form, go to <http://LEFbooks.org> or call 717-791-6210 or 610-719-6448.

My Daily Lesson Plan:

**Today I will
realize how little
I know.**

Making Media Literacy a Part of the ELA Classroom

By Frank Baker
Media Educator

"Media As Language" Presentation PowerPoint Available

In December, it was my pleasure to present, "What do you mean the media is a language? Exploring the new ELA Standards for Viewing and Media Literacy" during the South Carolina Literacy Conference in Charleston. If you were not able to attend this session, I invite you to download my PowerPoint presentation: <http://medialit.med.sc.edu/presentations.htm>.

Planning February Professional Development?

Please contact me, fbaker1346@aol.com, if you are considering 21st Century Literacy Skills as topic for your district professional development day.

New Media Studies Book for K-12

A media education colleague from Toronto District School Board has sent me a new media studies book designed to assist K-12 educators in integrating media education into curriculum. *Media Studies K-12* includes guidance on how to teach students to read media as well as how to produce media. Included here is "A Model Analysis of Harry Potter" and many other relevant ideas for the classroom. It is available for \$35 Canadian (approximately \$31 US) from curriculum-docs@tdsb.on.ca.

Integrating Junk Food Advertising into the Classroom

On December 6, 2005, a major report called attention to the advertising and marketing of junk food to kids. Details of the report and its recommendations can be found at <http://medialit.med.sc.edu/iom.htm>. Using ads from magazines commonly found in school library media centers (or home collections) you can also help students understand the role advertising has on food choice and selection. For a classroom activity related to food advertising, please see Frank Baker's website: <http://medialit.med.sc.edu/foodprintads.htm>.

Super Bowl and Advertising

On February 5, 2006, all eyes will again be on television and the Super Bowl. Many viewers watch not only for the game, but also for the advertising. Again this year, I

have added to my Super Bowl webpage which invites teachers to consider recording and using the commercials in the classroom. Students love to discuss which ads were effective and the techniques used to create them. The URL for the page is <http://medialit.med.sc.edu/superbowl2005.htm>. In addition, the media literacy organization ACME will post a Super Bowl Monday activity on its webpage at <http://www.acmecoalition.org> for teachers to consider having their students conduct the day after the game.

Help Your Student Become More Information Literate

The Federal Trade Commission created this fake web page for a "fantastic" diet product: <http://www.wemarket4u.net/fatfoe>. It is designed to help students understand all of the various techniques web page developers use to make their sites (and their products) believable.

Receive Media Lit Journal by Joining NCTE's Assembly of Media Arts

The Assembly of Media Arts, a special interest group of the National Council for Teachers of English, invites teachers to join for \$10 a year (basic membership). Those who join will receive one copy of *Telemedium: The Journal of Media Literacy*, published by the National Telemedia Council. Assembly members gather each year at the annual NCTE conference for networking and sharing. Educators who join at the \$30 level will also receive *Telemedium's* next three issues. Send your name, address, city, state, zip, and e-mail address (along with your check) to Mary Christel, Stevenson High School, 1 Stevenson Drive, Lincolnshire, IL 60069. (Note: you don't have to be an NCTE member to join.)

NCTE Commission on Media—Media Literacy Award

The National Council for Teachers of English's Commission on Media will recognize one teacher, or team of teachers, for their work in media literacy education. Look for details to be posted on the NCTE website: www.ncte.org.

Caldecott Illustrator Offers Visual Literacy Workshops

Caldecott and Kate Greenaway medal winner Gail E. Haley examines ways to teach visual literacy and media literacy through children's picture books. Haley

makes connections to ELA view standards. A two page color brochure containing twelve of her illustrations and nine concepts can be accessed as a pdf document at the website for Appalachian State's graduate program in media literacy. Visit www.ci.appstate.edu/programs/edmedia/medialit.

C-SPAN Seeks Student Video Documentaries in "Student Cam" Competition

C-SPAN's "Student Cam" follows on the heels of last year's "Campaign Cam" by inviting students to identify a current political topic of interest and produce a short (up to ten minutes), video documentary that creatively explores an issue while integrating C-SPAN programming. Entries must be received in the C-SPAN offices by 5 p.m. on February 26, 2006. Prizes include multiple cash prizes of \$250, \$500, \$750, and \$1000, which will be awarded in both middle and high school categories and one grand prize of \$3000 which will be awarded to the best overall entry. For more information, visit <http://www.studentcam.org/about.asp>.

Cable TV Shows Deconstruct The Movies

"Movies 101" AMC (cable) Fridays, 10:30 p.m.

Description: From George Clooney to Alfred Hitchcock, NYU professor Richard Brown has been interviewing Hollywood luminaries in his classroom for more than three decades. His students, in turn, have gotten rare, intimate glimpses at stars and filmmakers. Now, you can watch Professor Brown's frank, fun conversations with the likes of Martin Scorsese, Daniel Day-Lewis, Al Pacino, Julianne Moore, Nicolas Cage, and other stars in the weekly AMC original series

"Sunday Morning Shootout" AMC (cable) Sundays, 11:00 a.m.

Description: This AMC series puts you in the crossfire of two Hollywood icons. Watch hosts Peter Bart (editor in chief of *Variety*) and Peter Guber (entertainment industry guru) as they take their best shots at the industry, the movies, and each other. If Hollywood is talking about it, they're fighting about it!

Teachers Want to Know... Answers from Continuing Contact Coaches

The South Carolina Reading Initiative began in June 2000 and ended in May 2003. Several of those "original" coaches subsequently enrolled in Continuing Contact—a series of seminars and workshops offered across the year for experienced coaches. Recently, that group brainstormed the questions they were most frequently asked. We thought it would be helpful to share here some of those questions and the responses of the Continuing Contact coaches.

Why can my students read the words in a story but not understand it?

Reading is a meaning-making process. When children read words but do not understand, they are *not* reading, they are word-calling. The primary job of a teacher is to teach reading, not teach word calling. To do this, teachers need to understand each child as a reader (see *question about Running Records and Miscue Analysis*) and they need to provide each child with appropriate one-on-one, small group and whole group instruction. The goal of instruction is to help the child become a strategic reader.

Too often, classroom teachers use worksheets and story questions because they think these tools will help children become better readers. However, worksheets and tools do not teach comprehension, they only assess it. What children need is comprehension instruction. Asking comprehension questions about a story only confirms what the teacher already knows to be true. It does not help the child improve (see *question about Running Records and Miscue Analysis for assessment information that can help a child improve*).

Teachers need to pay attention to two aspects of comprehension instruction. The first focuses on words within texts and the second focuses on meaning across a text. Both of these aspects deal with reading strategies and on helping children become strategic.

The first aspect focuses on what children are paying attention to when they read. All children should be focused on meaning and they should use what they know about the word and about language and what

they know about phonics to aid in meaning making. Running Record and Miscue Analysis (see *that question*) help teachers understand a child's reading processes. Once a teacher knows what a child is doing as a reader, instruction can be planned. While there are many possible reasons why a child might be able to word-call but not comprehend, we will just address two reasons here.

First, sometimes children do not understand that a text is supposed to make sense. When this happens, the teacher can help the child or children learn this by reading aloud to children and holding meaningful authentic conversations about the book. Shared reading is a second, whole-group activity by which the teacher can help the child learn that reading is about making-meaning. In small, flexible reading groups, the teacher can work with children who do not yet have this understanding and can talk with the children and ask them questions that focus on the meaning of the text. In one-on-one settings, the teacher can also send this message through conversation and response. In addition, after complimenting the student on strategies (e.g. rereading) that the student is using, the teacher can call attention to one instance in which what the child read did not make sense. The teacher can say to the child, "What you read here was ___ and that did not make sense to me. Let's look at that again." The teacher can read the beginning of the sentence and help the child predict what might make sense and then confirm (or deny) that prediction by looking at the word. The teacher can then remind the child that texts are supposed to make sense and help them develop the habit of asking themselves if something makes sense. This is the critical strategy of self-monitoring.

Other children understand that reading is meaning-making but do not have a variety of strategies for making sense of text. When encountering an unknown words, these readers need to think about what might make sense (and then check to make sure their prediction matches the text). They should also learn that they can reread, look at the pictures and, sometimes, read to the end of the sentence and

come back. These are lessons that teachers can provide whole group, small group and one-on-one.

The second aspect of reading instruction is broader and focuses on making meaning across a text. In *Strategies That Work*, Stephanie Harvey suggests that readers use the following strategies when constructing meaning across a text:

1. connect known knowledge with new information
2. question themselves, the authors and the text
3. draw inferences before, during and after reading
4. determine important ideas
5. synthesize information
6. monitor and clarify understanding
7. visualize and create images

Teachers can provide explicit teaching of these reading strategies in whole group, small group and one-on-one settings, as appropriate. Such instruction will enable students to make sense of texts. Teachers also need to provide large blocks of time for students to read and practice using and applying the strategies independently. When students use these strategies automatically and routinely, they become independent, self-sustaining readers.

Donna N. Culclasure
Rebecca W. Turberville

What are Miscue Analysis and Running Records? When/Why do I need to do these?

"Everything I know about reading I learned from kids."

Ken Goodman, cited in Goodman, Watson and Burke, 2005

Running Records (Clay, 1985) for grades K-1 and Miscue Analysis (Goodman, Y. and Burke, 1972) for grades 2 and up offer teachers a chance to systematically watch readers and learn about them as readers as Ken Goodman has done.

Both systems are ways to infer what a reader is doing to construct meaning. Both systems pay attention to the words said by

the child that match the text and the words said by the child that do not match the text. Ken Goodman coined the use of the word *miscue* rather than error for the words that do not match because he claimed that calling it an error sounded more negative when it is actually just a departure from the printed text.

Running Records (Clay, 1985) work best for texts with few words on each page. The teacher uses check marks to indicate correct reading and then uses symbols to indicate insertions, omissions, and other miscues. The teacher notes when the child appeals for the unknown word or when it becomes necessary to tell the child the word. Attempts to sound out an unknown word are also noted.

Miscue Analysis (Goodman, Y and Burke, 1972) is used for longer texts. The child reads from the original text and the teacher uses a photocopy of the text. The teacher marks miscues on her copy. It works best if that copy is double-spaced so there is plenty of room for the teacher to mark the text. The reading is audio-taped. This enables the teacher a chance to listen to the reading again and analyze the miscues at a later time. Both Ken and Yetta Goodman advocate letting the child listen to his/her own reading later on in the year and help make decisions about what strategies they are/are not using. Miscue Analysis also involves asking children questions from the Burke interview before reading and asking the child to retell the story after reading.

With both systems, after the reading, the teacher looks carefully at the pattern of miscues and develops hypotheses about the child as a reader. The teacher might, for example, hypothesize that the reader did not seem to expect print to make sense or that the reader did not use meaning to predict unfamiliar words.

In this way, both Running Record and Miscue Analysis help teachers discover what the child is doing as a reader. The information gathered becomes the basis for formulating a reading program that provides readers with supportive materials and instruction, and rich reading and learning experiences. By analyzing an oral reading in this way, teachers come to value readers' miscues and learn from them and are able to use their understanding to investigate reading materials and programs that will meet the needs of each reader.

Does it matter which one you choose? No. Both offer valuable information for the teacher.

Marcia Baxter

Why can't all children be reading the same book? Why do I need to match books to children?

Research indicates that it is critical for books to be matched to children because children come to school from many various backgrounds and experiences and with different reading strengths. It is the job of the teacher to help them all learn new information and to progress as readers. In order to effectively, efficiently, conscientiously, and systematically accomplish this for each and every child, teachers must make conscientious efforts to match children with books they can manage (both in terms of words and concepts), identify with, and draw from. When books are forced on students without considering the background, experiences and reading strengths of the students, it becomes difficult or almost impossible for all students to bring their background knowledge to the learning process. When this happens, there is a break down in the reading process and students are likely to develop a distaste for reading and become frustrated, lose interest, and/or avoid it completely. This happens all too often when all children are asked to read from the same content area textbook or the same basal reader. Such requests do not help each and every child learn content. Such requests also do not help each and every child as a reader.

According to Irene C. Fountas and Gay Su Pinnell, matching books to readers depends on knowing the reader, knowing the text, and understanding the reading process. A text that is hard for one child may be easy or just right for others because of differences in the child's reading level and/or background experiences. In order to learn from a text and progress as a reader, each child needs to spend time reading books s/he can manage independently (that is, books in which they already know 90-94% of the words and concepts). When a child knows this many words and concepts in a text, s/he is able to use three important knowledge sources: what s/he knows about the world (most often talked about as meaning), what s/he knows about language (most often talked about as grammar, structure or syntax) and what s/he

knows about sound/symbol relationships (most often called phonics). Using all three knowledge sources enables readers to make sense of the text and to learn new words and concepts. (To test this out for yourself, try reading a book in which you know less than 90 percent of the words or concepts, e.g. a graduate level physics text). When children (or adults) know fewer than 90 percent of the words, sentences will not make sense and will not flow as language. This makes it very difficult for children (and adults) to make sense of the text.

Reading books they can manage also provides children with the time they need to strengthen their skill of integrating all three knowledge sources (meaning, syntax and phonics.) The better they are at doing this, the more words and new concepts they can learn. The more words and new concepts they learn, the more difficult texts they can manage. This allows them to progress as readers. It is therefore very important that teachers make sure that children have ample time with books they can read. Children can not gather information from books that are too hard for them nor are they able to progress as readers by practicing the skill of using all three knowledge sources (meaning, structure and phonics).

Since children bring various literary experiences and stories with them it is crucial for teachers to address and deal with each experience if children are to grow, change and have positive experiences as readers and learners. When children are correctly matched with the books, they can successfully use their connections and experiences as sources of information. They are able to make connections from the known and familiar to the new and this allows them to build understanding. Through the process of making connections, students also are able to effectively use the three knowledge sources. I

It is therefore pivotal that teachers get to know students as readers and learners and use this information to match students and books. Matching students to books can determine whether reading becomes an act of labor or a meaning making process that leads to a life of reading enjoyment and building of understanding.

As Fountas and Pinnell state, "When we match books to readers, we become more effective teachers. A good match enables

young readers to engage in the successful processing that builds the self-extending system—the network of understanding that all competent readers control.”

Gail China

What reading strategies should I help all children develop?

Strategies are in-the-head processes that the reader deliberately uses to construct meaning. Since strategies are in-the-head processes, we cannot observe these strategies directly. Teachers help readers develop and use strategies by demonstrating and by prompting. When thinking about what strategies children need to develop, think about what children need to become independent readers.

First, children need to develop a variety of strategies to sustain reading when the reading is challenging. These strategies include:

- Using picture cues
- Balancing Cues (Making sure that their reading makes sense, looks right, and sounds right).
- Rereading when they come

to a tricky word, when they don't understand, to check their reading, and to self-correct.

- Attending to visual information, which includes the letters and parts of words.
- Monitoring and Self-Correcting
- Predicting words or events in the story as they read and revising predictions.
- Maintaining fluency.

Suggestions for prompts to encourage the use of these strategies are included in *Guided Reading: Making It Work* by Mary Browning Schulman and Carleen DaCruz Payne and *Guiding Readers and Writers Grades 3-6* by Irene Fountas and Gay Su Pinnell.

Also, children need to develop comprehension strategies. Children must develop strategies that will allow them to read for understanding in many genres. Comprehension strategies include connecting, predicting, questioning, clarifying, summarizing, visualizing, inferring, determining importance, and synthesizing. It is important that when teaching the comprehen-

sion strategies that the focus must be using these strategies as needed to help with the understanding of the story. For instance, we often hear a child call out during a read aloud, “I have a connection. I have a bicycle too.” The important question is does this connection help to make meaning of the story. Students can “know” lots of strategies. Being able to complete a strategy exercise is not the same as knowing how and when to use and apply a strategy when reading for understanding. Comprehension instruction should show children how strategies are used simultaneously and interactively.

Strategies for sustaining reading and comprehension strategies can be taught through the balanced literacy structures of read aloud, shared reading, independent reading, guided reading, and literature study. More information about these strategies can be found in the following books: *More Than Guided Reading* by Cathy Mere, *Reading Essentials* by Regie Routman, *Guided Reading Good First Teaching for All Children* by Irene Fountas and Gay Su Pinnell, and *On Solid Ground* by Sharon Taberski.

Susan Summer

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- promoting the use of effective evidence-based instructional practices by schools and districts; and
- facilitating the implementation of programs, projects, grants, and activities that support standards-based instruction

State Department of Education Events

January 2006

- 3 Textbook Caravan, Columbia
- 4 Textbook Caravan, Georgetown/Dorchester/Berkley
- 6 Textbook Caravan, Aiken
- 9 Textbook Caravan, Florence
- 10 Textbook Caravan, Spartanburg
- 11 Textbook Caravan, Beaufort
- 12 Textbook Caravan, Charleston
- 12 ELA Best Practice Seminar, Columbia
- 13 Textbook Caravan, Columbia
- 16 2006-2007 Planned EIA Grant Forms Released
- 17 Textbook Caravan, Greenville
- 18 Textbook Caravan, Clemson
- 19 Textbook Caravan, Rock Hill
- 23 Textbook Caravan, Horry
- 27-28 SC Council for Teachers of English Annual Conference, Kiawah Island
- 30 ELA Best Practice Seminar, Columbia

February 2006

- 2 ELA Best Practice Seminar, Columbia
- 14 ELA Best Practice Seminar, Columbia
- 16-18 SCIRA Conference, Myrtle Beach
- 18 Science Olympiad, Newberry College
- 24-25 SC Council for Exceptional Children Annual Convention, Myrtle Beach
- 28 Carolina First Palmetto's Finest Awards Ceremony, Columbia



English
Language Arts Team

English Language Arts Team

Office of Curriculum and Standards
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State Department of Education

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Gail Tyndale	Administrative Specialist	803	803-734-8556	gtyndale@sde.state.sc.us

Registration Form

2005-06 English Language Arts Best Practice Seminars

A series of seminars highlighting best practices in the area of English language arts will be offered during the 2005-2006 school year to South Carolina K-12 educators by the English Language Arts Team in the Office of Curriculum and Standards at the State Department of Education and the South Carolina Council of the International Reading Association (SCIRA). A schedule of the sessions, dates, audiences, and locations is included with this registration form.

Please check the registration chart for the location of each session, as the locations vary. Each session will begin at 9:30 a.m. and conclude at 3:30 p.m. Lunch will be provided.

Instructions: To register for any of these seminars, please complete the form on the next page and mail it and a **check made payable to SCIRA for \$50.00 for each session for which you are registering** to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. Payment is due with registration. No purchase orders will be accepted. Participation will be on a first-come with check, first-served basis. A confirmation e-mail will be sent to registrants. Unless you receive a confirmation, do not consider yourself registered. Directions to the session location are posted to the State Department of Education website at www.myschools.com.

If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net or fax at 803-329-1952. If you have any questions concerning the seminar, contact Cathy Jones at 803-734-0790 or cjones@sde.state.sc.us.

Registration Form

2005-06 English Language Arts Best Practice Seminars

Please indicate with an "X," the session(s) you wish to attend.

X	Session	Date/Presenter	Registration Deadline	Location
	6A	January 30, 2006 Mike Ford	January 16, 2006	Columbia Conference Center
	7	February 2, 2006 Barry Lane	January 19, 2006	Columbia Conference Center
	8	March 2, 2006 Chryse Hutchins	February 16, 2006	Seawell's
	9	March 6, 2006 Jim Trelease	February 20, 2006	Columbia Conference Center
	10	March 20, 2006 Lester Laminack	March 6, 2006	Columbia Conference Center
	11	March 21, 2006 Lester Laminack	March 7, 2006	Columbia Conference Center
	12	April 4, 2006 Barbara King-Shaver	March 21, 2006	Columbia Conference Center
	13	April 6, 2006 Nancy Akhavan	March 19, 2006	Columbia Conference Center

Name _____

Position _____ Grade _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax (_____) _____

School E-mail _____

Home Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax(____) _____

Home E-mail _____

Registration Form
Framing Best Practice:
English 1 Curriculum and Instruction

Four English I Curriculum Resource Follow Up Sessions

This professional development is for English 1 teachers and school and district curriculum leaders who attended one of the initial English 1 two-day sessions.

Instructions: To register for these sessions, please complete this form and mail or e-mail it to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. *Please indicate the session(s) you will attend by placing an X in the column beside the date(s) of the session(s) you wish to attend.* A confirmation e-mail will be sent to registrants with directions and details for the institute. Unless you receive a confirmation, do not consider yourself registered. **If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net. If you have any questions concerning these sessions, contact Allison Norwood at 803-734-2469 or anorwood@sde.state.sc.us.**

Registration	Session	Registration Deadline	Location
	March 3, 2006 Revisit Modules	February 21, 2006	Columbia Conference Center
	April 18, 2006 Revisit Modules	April 3, 2006	Columbia Conference Center
	May 11, 2006 Revisit Modules	May 1, 2006	TBA

Name _____

Position _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax(_____) _____

School E-mail _____

Home Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax(_____) _____

Home E-mail _____

Registration Form

**Strategies for the Critical Reading and Writing Sections
on the New SAT
SCCTE Pre-conference Session
January 26, 2006**

Instructions: To register for this workshop, complete this form and return it by mail to Pam Kean at the State Department of Education, 1429 Senate Street, Room 922, Columbia, SC 29201, fax at 803-734-3592, or email at pkean@sde.state.sc.us. Upon receipt of your registration form, we will send you an email confirmation. Do not consider yourself registered until you receive a confirmation. If you have questions about this information, please contact Suzette Lee, Director of the Office of High School Redesign and ACT/SAT Improvement at the State Department of Education, at slee@sde.state.sc.us or 803-734-6103 or Ms. Kean at 803-734-0476. Please respond by January 20, 2005.

District _____

Name of Participant _____

Position _____

District _____

School, if applicable _____

Daytime Telephone Number _____

E-mail Address _____